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## SPANISH GRAMMAR.

*A Spanish Grammar, with exercises.* By M. M. RAMSEY. New York: Henry Holt & Co., 1902. 12mo., pp. 610.

## I. GENERAL CONSIDERATIONS.

The appearance of a work like the present one, so comprehensive and authoritative, marks a notable event in Spanish publications. The volume purports to be an abridgment, with a readjustment in the proportion of certain parts, of the author's well-known *Text-Book of Modern Spanish*. There was great need of a brief course from a scholarly and competent source, and it was clear that Professor Ramsey's *Text-Book* contained all the materials from which a very successful one could be constructed; but if an abridgment were intended the critic must confess some disappointment in the results. The new volume contains some fifty pages less than the old one—a reduction that is hardly appreciable in a work of such large dimensions. Part II, called "Preliminary Lessons," was the particularly successful feature of the older volume and is the most practicable part of the new one. It abandons the traditional scheme of Græco-Latin grammars and makes the introduction into the study of the language rationally topical, each lesson of the score composing the division dealing with some special subject. By this means the essential beginning ideas of the parts of speech are presented to the learner in the order of importance characterizing the needs of a living language.

In the revised edition the author has considerably worked over and rearranged the original second (introductory) part, although its length remains the same—about a hundred pages. The remaining two parts, "Comprehensive Treatment" (Part III) and "Synopsis of Forms" (Part IV), comprise about 350 and 75 pages respectively. It is open to query whether the book would not have had its practical value greatly increased if the second, or introductory, part had been enlarged at various points by the incorporation of some of the material from the subsequent large one, so that it could have stood alone, if desired, in its function of furnishing the learner all the practical grammar he requires for entering actively upon early read-

ing. This result might have been accomplished by more evenness of proportion between the two parts, whereby the former would have acquired greater unity and completeness as a compendious introduction into the language. As it is, however, the new volume is an improvement upon its predecessor even if but little shorter, and its rearrangement of the subject-matter is more satisfactory for practical use.

## II. TERMINOLOGY.

The author introduces several new grammatical terms for replacing the current ones, even when these serve their purpose. A uniform interchangeable code of special, or technical, terms is as desirable in grammar as in the crafts, and the well established forms ought not to be changed unless the reasons therefore are most pressing, bidding fair to prevail in the end over the old customs. Here are the leading examples of the author's usage:—The sign *á* of the *personal accusative* the author calls the "distinctive *á*" (Les. 24), to distinguish it from the "prepositional *á*." This particular case is not bad, however, and may even be deemed an improvement on the old term. But when the author comes to consider the pleonastic construction of object personal pronouns (Les. 31) we wonder why he did not retain this same term by which to distinguish the redundant forms as the *distinctive* dative and accusative, contrasted with the simple or atonic forms, rather than use another name, the "terminal" dative or accusative. He defends this word on the plea that "it may follow any form of the verb" (§ 441). But this defence is weakened of some of its force by the fact that the redundant construction may precede the verb (and subject) equally well, or even better. In his treatment of tenses (Les. 27) the author replaces the 'preterite' or 'past definite,' terms so firmly established and so well known to the student of Romance languages, by the name "aorist," which was suggested to him by "the original and appropriate Greek term" (§ 339, n). The same observation may be applied to the Conditional (Les. 50). This is not the place for discussing its proper "scientific" category. But the French, Spanish, and Italian grammarians, with substantial uniformity, give it a place in the same category with the Future, to which it bears a close analogy in

historical development and the requirements of tense sequence. Yet our author gives it a special classification apart from the Future on the plea that it is "a sporadic mood just as the imperative is" (§ 945), and calls it "the Conditional Future." I fail to see the practical value as well as the theoretic virtue, even, of this term over the one commonly recognized, while the mix-up of the two factors to the word puts an unnecessary stumbling block in the way of the student of Spanish who has taken, or will take, other modern languages. In his treatment of Possessives (Les. 5, 33, 36) the author classifies all of them under the general head of "pronouns," distinguishing the pronominal function from the adjectival one by the term "absolute form." It seems to me that a distinction with the virtue of more immediate clearness would be afforded by the old time 'poss. adjective' and 'poss. pronoun,' unless one prefers the highly rational and more "scientific" words 'tonic' and 'atonic,' terms growing in favor as affording a very satisfactory way of classifying certain well-defined pronoun conditions. Similarly, in his discussion of the demonstrative pronouns (Les. 37), the author adopts a special name for the demons.-rel. forms, *el-la-lo(que)*, "the logical pronoun," as if we did not already have pronoun classifications enough to bother the beginner's mind with.

### III. GRAMMATICAL PRINCIPLES.

In the presence of a volume like the one before us, the work of a master hand whose competence for the task clearly has no superior among his countrymen, one is reluctant to seem to set himself up as critic. Nevertheless, in carefully examining the text of the grammar we have had our attention arrested by the following points:

§ 61. The reviewer would expect small letters instead of capitals in such plural forms as "los Sud-Americanos," "las hermosas Sevillanas," etc., not used as titles or headings.

§§ 64-68. A feature of the older grammar as well as of the new one is the attention given by the author to the consideration of words having forms common to the two languages. By means of a list of corresponding endings in both languages the student is able to get the run of many Spanish nouns and adjectives having forms cognate with

our own. It is doubtful whether at the outset the student effects much saving of time over the practice of consulting the dictionary, but his faculty of observation is usefully cultivated. No rules are without their exceptions, however, and the compiler of the exercises has missed this principle in a few cases. For example: "*Chocolate*" (exs. 3, 5-6 and 4, 16), "*convent*" (exs. 14, 30 and 30, R. 6), "*entomologist*" (ex. 34, 2), "*egiptólogo*" (ex. 25, 12), "*dramaturgo*," etc.

§ 103, Rem. The author affirms that the possessive *usted*-form, *la casa de V.*, "is preferable" to the redundant construction, *su casa de V.* The writer's observation has been that the redundant form is more common, and that since it is deemed more courteous and elegant, it is the preferable one to recommend to beginners who have not reached a point where they can weigh and choose for themselves.

§ 107, Note. The estimate "about 300" as the approximate number of the irregular verbs foots up a total of nearly twice as many in the author's comprehensive verb-list, § 1136. But many of these, perhaps one-half, will, it is true, remain outside the student's range of practice; and, furthermore, it is perhaps not expedient to discourage the learner, at the outset, by anticipation of such a grammatical avalanche in store for him.

§§ 151-160 (Les. 11). The author's analysis of the knotty *por-para* distinction in Lesson 28 is excellent, and leaves little to be desired. It is to be wished that he had been equally scrupulous and detailed for that most troublesome of all topics to the mind of the beginner in Spanish—and destined to remain so for a long time: the distinction between *ser* and *estar*. The author does little more than call attention to the underlying principles of qualities "essential" (*ser*) and "accidental" (*estar*). This alone is not sufficient: the learner wants specific subdivisions. With only the main principle before him he sees many—to him—clear contradictions. An extension of the subject over two or three more pages for subclassification and copious examples would have been advisable, and would have saved the teacher the trouble of adding special matter of his own if he would safeguard his students for the future.

§ 170 c. Rem. : the second example applies specifically to § 170, b.

§§ 249-257, 789-795. In his treatment of verbal idioms the author seems to have overlooked or underestimated the important and oft-recurring form, *tener que* + inf. (= *hay que*); cf. author's "Text-Book," §§ 858, 859.

§ 282 might be completed to advantage by adding something like the following : [the definite article is required] 'generally also if a geographical term (as cape, lake, mountain, park, street, etc.) has a proper noun in apposition.'

§ 288, Rem., 3rd example : the adjective, *Norte-Americano*, would be spelled with small letters according to the author's rules.

§ 301. The author might have made the application of the "distinctive *á*" more definite by calling attention to its association with an individuality characteristically brought out by the use of the definite article, rather than the indefinite. The inference of the Lesson may be clear, but nowhere is there any direct statement to this effect.

§ 313. The reviewer's impression is that the author insists over much on the difficulties of Spanish genders when he says : "there are no available rules for determining the gender of Spanish nouns—the gender of a great part must be learned separately for each noun."

§ 445. The statement that "the verb either precedes or follows both" object pronouns is confusing or misleading, and evidently does not express the author's intentions.

§§ 472, 473. The capitalization of the proper names in the examples is not consistently carried out. Cf. comment on § 61, above.

§ 483, Rem., would be clearer by inserting after "auditory," in harmony with the principles previously stated : 'but which we wish to suggest by recognized parts or features.'

§ 486. The wording could be improved, *e. g.*, 'A thing applied to a number of individuals is put [in Spanish] in that number to which it is limited in a single individual.' The author's phraseology seems to exclude the plural occurrence in a single individual (*e. g.*, *todos los animales tienen [cabeza y] pies*).

§ 488. The noun 'clerk' is more characteristic than the adjective "dependent" as the meaning of *dependiente*.

§ 554 affirms that the exclamative *cuánto* "is shortened to *cuán* before adjectives not accompanying nouns," etc. This principle seems to be violated by two of the examples given. The paragraph lacks clearness in other respects.

§ 569 (anent the demons. rel. *lo que*). The second clause might be more satisfactorily expressed.

§ 579. The examples do not appear in harmony with the last statement of the paragraph (as also ex. 37, a, 15). The wording of the paragraph is not felicitous. But is the rule a binding one?

§ 591. The usual definitions of the compound relative pronouns leave something very obscure to beginners—the capital point of the distinction between the short form *que*, on the one hand, and the long forms, *quien*, *el que*, *el cual*, on the other. The distinction is not at all so self-obvious to beginners as it might be assumed that grammarians suppose from their ignoring it. The author distinguishes between *el que* and *el cual*, but leaves the larger distinction to inference, or possibly hints at it in subparagraphs. He would have given an added instrument of helpfulness to beginners in this confusing subject by calling attention to the characteristic function of *que* in connecting a substantive or a clause with a "dependent" clause, *i. e.*, one of necessary relationship to the sense of what precedes ; while the long forms connect clauses of coördinate value. In the first case the *que*-clause is indispensable to the full sense of the expression, and may not be separated from what precedes by a comma or a marked pause ; while in the latter the longer relative may be replaced by a coördinate conjunction and personal pronoun, thus continuing a thought complete in itself and capable of being set off by punctuation. Intrinsically, the *que* is *restrictive*, the other forms are *continuative*. Similarly, in the 3rd example of § 594, instead of the *que* (1st occurrence) we should expect *los que* as preferable usage.

§ 650, 2nd line : "those" = 'that.'

§ 696. In the list of miscel. adj. prons. preceding this paragraph, the presence of *el* and *la* in combination with *demás*, on the same footing as *lo-los-las demás*, is unnecessary and misleading. It could not have been seriously intended, since *el-* and *la demás* are not in use, *demás* in the singular occurring only with the neuter form *lo*.

§ 763 (anent *ni* = neg. form of *y* = "nor"). This paragraph would gain by the following qualification: 'But it [*ni*] may be used in this sense [as "nor"] only as a *continuative* negation after a preceding negative clause; otherwise use *y no* instead of *ni*.' The 2nd example of the author's does not illustrate his paragraph, if, as it seems, the correctness of *ni* for *y no* is questionable. The paragraph thus revised merges naturally into the subsequent one.

§ 1041. Instead of the old irregular present indicative of *esparcir* (= -emos, -éis) it would surely have been preferable to give the regular forms of the third conjugation (= -inos, -is) now current.

#### IV. EXERCISES.

In the preface to his older edition the author states his belief "that exercises to test the student's progress at every step and give opportunity to practise what he has learned, are among the most important agencies in education, and ought never to be evaded." The writer heartily endorses this sentiment and is glad to see it put into effect by the copious exercises, usually well selected, that accompany the new volume. This feature is a natural outcome of the wealth of idiomatic illustrative sentences given after each grammatical principle presented, in this respect one of the most valuable characteristics of the older work as well as of the new one. When illustrations for all forms of inflection are desired at any cost some puerilities of expression are perhaps inevitable. But the few that have been found in the present work are nothing to what we might expect.

The full and clear introductory matter on pronunciation and accent is marred by one blemish—the large number of rare or uncouth terms pressed into service as examples. Here are a few of these caught here and there: *coime* (§ 8), *chuchoco* (§ 19), *panchudo* (§ 20), *huana* (§ 22), *jipijapa* (§ 23), *llueca* (§ 24), *corrutaco* (§ 29), *Luzbel* (§ 36), *Escrich*, *Berrós*, *gazanapiros* (§ 44), *enjuague*, *Benjuá* (§ 46), etc.

The first fifteen exercises are provided with special vocabularies. This is a matter that needs to be managed with a good deal of nicety to avoid error or inconsistency of usage, and those before

us do not always escape these defects. Words are used in the exercises without being registered in the special vocabularies, but occur in the body of the grammar text as illustrations. Again, others so occurring are included also in the special vocabularies. The same word may occur twice in the special lists. Still others occur in the exercises so much later after their appearance in the special lists that the student imagines them to be new words and looks in vain to the general vocabulary for relief.

The following minor points have been noted: *Victima*, formerly considered as "epicene" is classified in the special vocabulary of § 71 as masculine, while in the general vocabulary it is put as both masculine and feminine. Why then not include it in the list of § 324. a, dealing with masculine and feminine nouns in unchanged *a*? "Romans" (ex. 2, 15), "violin" (ex. 7, 11), "reduction" (ex. 32, 16) are not italicized for conversion according to rules of §§ 64-68; nor are they to be found in the vocabulary. On the other hand, "modern" (ex. 10, 15) and "taciturn" (ex. 11, 9) are so italicized for conversion but do not appear to have a classification fitted for them. Ex. 6, 14: the position of the adverb *siempre* before the verb—while perhaps allowed for emphasis—is contrary to the author's specific precept, § 199, and hence is ill-advised at the outset, since it tends to disconcert the beginner by the apparent contradiction of theory and practice. Ex. 7, 4: Sp. *elixir* has a different stress from Eng. 'elixir,' but the author does not use his cautionary signs announced § 68, Rem. Exs. 25, 6, 7: are not "solar spectrum" and "spectral image" uniformly *espectro*? Ex. 11, 16: *vieja* does not agree in inflection with its masculine noun *puente* (cf. ex. 13, 10). Similarly, in ex. 13, 9, cf. *rota* vs. *vaso*. Ex. 11, b, 13: the sentence is ill-chosen. Its usual rendering would not illustrate the use of *estar* + adj., but that of *tener* + noun. Ex. 19, 10 illustrates a principle explained in § 270, ahead of the subject. There should be uniformity of spelling in *caravela* of ex. 27, 9 and the vocabulary *carabela*. Similarly, in *cojer* of exs. 28, 13 and 32, 8, and *coger* of the vocabulary. Ex. 28, 11: *bulliciosa* is introduced, without explanation and far ahead of the subject (cf. § 1148), as an example of the use of adjectives for adverbs. Ex. 30, 3:

the use of *de* after the first long numeral is not consistent with its omission after the second. Exs. 31, 3 and 40, 11: we are told that "zoological gardens" should be construed as singular in Spanish, but we were not so told on the occasion of its first occurrence, ex. 19, 1. Ex. 33, 6, N., "poured some oil on it, *la echó aceite*": preferably, '*le*' for "*la*." Ex. 40, a, 14: "Mississippi" and "Missouri" have each a well-recognized Spanish form, *Misisipi* and *Misuri*. Ex. 43, 13, n.: it is not obvious why "food," *comida*, should here be plural, as the Note prescribes. Ex. 46, 15, n., "on a slow fire, *á fuego suave*": '*lento*' is surely preferable to "*suave*" as the usual term to be employed in such an expression.

## V. VOCABULARY.

Of two or more forms, an elementary grammar should choose the most current, or the one recognized by the most extensive usage for the case in question. It will thus avoid leading beginners either into confusion or into bad habits that must be later corrected. This point is so obvious as not to need serious demonstration.

*Art Gallery* [ex. 35, 21], *galería* "de arte": preferably, 'de bellas artes.' *Bottle*, "frasco": but "scent-bottle" [ex. 26, 11], as 'frascuita de (agua de) olor' is not available from the data given (cf. "scent"). *Chin* [ex. 33, 16], "barbilla": ordinarily, 'barba.' *Collection* [ex. 36, 2], "cuesta": here = 'colección' (cf. exs. 3, 13 and 9, 12). *Complain* [ex. 41, 4], "protestar" (special reference), which is a secondary meaning: why not the usual 'quejarse'? Between a *queja* and a *protesta* there is a good deal of difference. *Dull* (of color) [ex. 40, 18], "muerto": preferably, 'oscuro' or 'opaco.' *Dim* [ex. 44, 3], "lánguido": preferably, 'débil,' 'oscuro,' or 'vago.' *Fire* is not arranged alphabetically with *fireplace*, preceding it. *Float(ing)* [ex. 34, 12], "cimbrear": questionable for 'flotar' or 'pasar.' *Hot*, "candente" (prescribed for ex. 33, 5): inasmuch as *candente* = 'red-hot' (cf. *hierro candente*, 'branding iron') is not *caliente* more plausible here? *Monarch*, "la monarca": cf. §§ 314, 324, a, for classification. *Native* (language) [ex. 38, 1], "natal": preferably, 'materna' or 'nativa.' *Orchard* [ex. 37, 8],

'verjel': a word very special, and questionable here. *Peñascoso* [38, 14], "precipitous", which is secondary: why not here the usual primary meaning, 'rocky' or 'mountainous'? *Preserve*, "conservar" (I) [vocab.]: omit the "(I)" [which refers to the *pensar*-class of irregular verbs], since the verb is quite regular (cf. *conservar* in the Sp.-Eng. part of the vocab.). "*Préstamen*" [ex. 37, 16]: the form 'préstamo' is preferable. *Prospect* [ex. 43, 13], "perspectiva": here, preferably, 'esperanzas.' *Red* (of the solar spectrum) [ex. 25, *passim*], "colorado": preferably, 'rojo.' *Roll up* (a cigarette) [ex. 17, 2], "doblar": preferably, 'liar' or 'echar.' *Scent*, "perfumería": rather, 'perfume,' as well as 'olfato' or 'pista,' according to circumstances. *Sentence* [ex. 49, 12], "oracion": regularly, as here, 'frase.' *Successful* [ex. 41, 3], "ganancioso": preferably, 'próspero.' *Suggestion* [ex. 37, 9], "sugestión": here, preferably, 'idea.' *Treat* [ex. 44, 9], "convidar": here, preferably, 'regalar.' *Venerable* [ex. 44, 10], "venerando": the form 'venerable' is preferable. *Ya . . . Ya* (correlatives) [ex. 39, 8]: the vocabulary meaning is inconsistent with the one in the list of § 1152. *Yard* (measure) [ex. 51, 11], "yarda": questionable choice for 'vara,' or, better here, 'paso.'

The following omissions have been noted:

*Arriba* [ex. 40, 6]. *As for* (= *en cuanto á*) [ex. 36, 16]. *Bacon* [exs. 46, 11, 14]. *Beg* [ex. 37, 13]. *Beautifully* [ex. 16, 13]. *Calidad* [ex. 22, 2]. *Citizen* [ex. 42, 16]. *Clearly* [ex. 36, 7]. *Co(mpany)* [ex. 34, 10]. *Disease* [ex. 36, 11]. *Drink* (noun) [ex. 9, 4]. *Encarnado* [ex. 38, 12]. *Entrevista* [ex. 31, 9]. *Fall*, n. (= *caída*) [ex. 29, 1]. *Hammock* [ex. 51, 5, 6]. *Hot* (= *caluroso*) [ex. 11, 13]. *Master* [ex. 34, 3]. *Nowadays* [ex. 45, 19]. *Oreja* [ex. 33, 2]. *Pound* (weight) [ex. 29, 8 and *passim*]. *Power* (national sovereignty, *potencia*) [ex. 46, 10]. *Rehusar* [ex. 33, 8]. *Repaint* (= *pintar de nuevo*: the form *volver* + inf. appears later) [ex. 19, 14]. *Right*, to the [ex. 16, 7]: is not registered under "right," although "to the left" appears under "left." *Sadness* [ex. 24, 2]. *Spectacles* [ex. 42, 16]. *Thirsty* [ex. 11, 13].

## VI. TYPOGRAPHICAL ERRORS.

In the following list the italics point to the incorrect form or letter:

§ 26: alimaño. § 44, 2, last column, *detall*: is not *detalle* meant? In this case it does not illustrate the division in which it is placed. § 61: punctuation after 1st example. Ex. 6. a, 12: punctuation. Exs. 12. a, 7 and 14. a, 8: punctuation. § 117, 6th exm.: Buseo. § 126: preveemos. § 171: noun\$. Ex. 18, 18: embargo. § 245: enseñare (for 'enseñaré'). § 250, 1st line: spacing and punctuation. § 322: ion (for 'ión'). Ex. 25. a, 1, 4: punctuation. § 406: ayo (for 'Mayo'). § 415, last exm.: ne (for 'one'). § 433, last exm.: esos (for 'pesos'). Ex. 31, 1 (and vocab.): sér(es). As noun (= *ente*) *ser* does not now customarily take the diacritic sign (cf. *Dicc. Acad.* and author's list, § 49, b). Ex. 32, 8: do-day. § 548, last exm.: be. § 559, 1st exm.: hav, and punctuation. § 569, last exm.: circunstancias. § 574, 4th exm.: (el) enfermó (verb for noun inflection). § 639, last exm.: hecha (for 'hecho'). § 652, 3rd exm.: aprisa. § 658, 2nd exm.: ridiculos (no accent mark). Ex. 40, 11: Wáshingtón (for Wáshington, cf. exm., § 33). Ex. 43, 1: vistose. P. 321: chapter heading lxiv (for 'xliv'). § 793: á omitted after "gusta." § 839, Rem.: the illustrating word "rocks" is omitted after "marked.") § 905: *xamples*. Ex. 48, Note 8: reference to 910 should read 901. § 940, last exm.: ultimo (no accent mark). Ex. 49, 26, Note: punctuation. § 1042, b: the typography of "bullí" is irregular (cf. "tañí," following). § 1062: perdid. § 1087: *ubimos*. § 1136: complacer and desplacer = Class IV instead of III, endurecer = IV instead of V, entrelucir = IV instead of VI, repensar and revolver = I instead of II, sobrevestir = III instead of II; *dasa*-pretar. P. 499, 2nd col.: soler = § 1124 instead of 1125. P. 562, 2nd col.: tallo (= "waist," cf. ex. 34. a, 1). P. 570, 2nd col.: "bird" is out of its place. P. 583, 1st col.: *Island* (for 'Iceland'). P. 592, 2nd col.: arco-iris (for arco iris).

## VII. STYLE.

It is doubtless quite supererogatory to speak of "style" in reviewing so unimaginative a production as a grammar. In such a book only the simplest and most direct phraseology can be admitted. No one can take issue with the author's

performance on this score. Nevertheless, there are constructions which the orthodox reader of English themes would not allow to pass unchallenged, even though the sense be clear and popular usage careless. In § 77 and ex. 21, 6 the author might deem the preference of 'relatives' for "relations" as an unnecessary refinement, but he has himself sanctioned the former in § 78, and in § 268. An example of confused construction is to be noted in ex. 35, 12: . . . "some of my friends has taken." Doubtless the author does not take seriously the distinction between *shall* and *will*, e. g., "a week from to-morrow we will have been living two years in this house" (§ 871); or, "if there were a breeze we wouldn't feel the breeze so much" (ex. 50, 3); or, "I doubt whether I will be able to accomplish it" (§ 992); or, "I foresaw (I did not foresee) I would meet with (such) great obstacles" (§ 994).

The reviewer has made no attempt to draw up a comprehensive table of these "niceties," but to the few examples cited a number of others could be added in which the author's usage might well be revised and thus meet the rigorous standard that a text-book so valuable as his own should illustrate.

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## ENGLISH LITERATURE.

*Philosophy in Poetry: A Study of Sir John Davies's Poem, "Nosce Teipsum."* By E. HERSHEY SNEATH, Ph. D., Professor of Philosophy in Yale University. New York: Charles Scribner's Sons, 1903.

Some years ago Professor Sneath published an admirable treatise on *The Mind of Tennyson*. For a second study on the borderland of literature and philosophy he has now taken the *Nosce Teipsum* of Sir John Davies, the Elizabethan. To this poem he was led, it would seem, not so much for its real literary value as for its historical significance. The *Nosce Teipsum* is the best brief statement of the philosophy and theology of the Elizabethan age; it is also "the first formally